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ABSTRACT

The Children in Residential Schools project of the Cleveland Public Schools is designed to provide additional instructional and supportive services to orphaned, neglected, and delinquent children in residential institutions. These services are beyond that which is normally available to them through their on-grounds schools or in the public or nonpublic schools they attend during the day. At the Cuyahoga County Youth Development Center, the project operates an on-grounds, formal educational facility, Harry L. Eastman School, where students are provided with individualized and small group tutoring in content area subjects and with remedial reading instruction. At seven other institutions, the project provides after-school tutoring in subjects in which students are having difficulty. Other educational supports, such as school supplies and field trips, are also provided. In 1982-83, test results from the Harry L. Eastman School showed that in reading the students on average reached the expected achievement level, while in math they were just under the expected achievement level. In both reading and math, however, students continued to score in the lower percentile ranges. At six of the seven other institutions, services were provided at or above the proposed levels and focused primarily on reading and math. (CMG)

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CHILDREN IN RESIDENTIAL SCHOOLS

ECIA CHAPTER 1

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1982-83
EVALUATION REPORT

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DEPARTMENT OF RESEARCH AND ANALYSIS

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CHILDREN IN RESIDENTIAL SCHOOLS

1982-83 Chapter 1 Evaluation

PURPOSE AND OVERVIEW

Children residing in institutions serving orphaned, neglected and delinquent children are automatically eligible for Chapter 1 services. The Children in Residential Schools project is designed to provide additional instructional and supportive services to such children beyond that which is normally available to them through their on-grounds schools or in the public or non-public schools they attend during the day. At the Cuyahoga County Youth Development Center, the Cleveland Public Schools operates an on-grounds, formal educational facility, Harry L. Eastman School. At Harry L. Eastman, students are provided individualized and small group tutoring in school subjects and classes for corrective reading instruction. At seven other institutions which maintain their own on-grounds schools or whose students attend nearby public or non-public schools, the project provides after-school tutoring in school subjects in which students are having difficulty. Other educational supports such as school supplies and field trips are also provided.

SERVICE SUMMARY

Pupils Served: 706 Grades Served: 1-12 Years in Operation: 16

Schools: 1 school and 7 residential institutions (See Appendix A)

Staffing: 4 FT Teacher-Tutors
19 PT Tutors
1 PT Psychologist

SUMMARY OF FINDINGS

The evaluation data indicated that at Harry L. Eastman School, project services were delivered essentially as proposed. Teacher- tutors provided individualized and small group instruction in health skills and mathematics. Students with reading weaknesses were provided daily corrective reading classes by two reading specialists. Test results showed that in reading the students on average achieved the targeted rate of growth. In mathematics the average rate of growth was just under the targeted rate. In both reading and mathematics, however, students continued to score in the lower percentile ranges both before and after instruction.

After-school tutoring service was provided in seven other institutions. This service was provided at or above proposed levels at six of the seven. Tutoring focused primarily on reading and mathematics although services also included counseling, computer instruction and the provision of school supplies.

OBJECTIVES AND OUTCOMES

. Objective 1: Tutors delivering the following amounts of service will be assigned to each of the seven institutions whose residents attend nearby public or non-public schools during the day.

1.	Cleveland Christian Home	.30 FTE
2.	Ohio Boys' Town	.70 FTE
3.	The Jones Home of Children's Services	.70 FTE
4.	Metzenbaum Children's Center	.40 FTE
5.	West Side Group Home	.20 FTE
6.	Augustine Society Group Home	.40 FTE
7.	Looking Glass	.30 FTE

. Outcome: Progress toward attainment of this objective was assessed through analyses of the staff work records maintained in the project office. The project emphasized providing assistance to institutionalized students in the areas of reading, mathematics and science although help is given as needed in other school subjects. Service was provided in the form of individualized or small-group tutoring sessions held in the institution after school hours. Three of the institutions also provided instructional programs for their residents during the summer. The project also provided other educational supports, such as counseling, field trips, supplies and instructional materials. Table 1 shows the level of tutoring service delivered to each of the seven institutions.

Table 1

Level of Tutoring Service at Institutions
Providing Tutoring to Students

Institution	Full-Time Equivalency Proposed	Actual
Cleveland Christian Home	.30	.47*
Ohio Boys Town	.70	.72
Jones Home	.70	.90*
Metzenbaum Children's Center	.40	.54*
West Side Group Home	.20	.26
Augustine Society Group Home	.40	.52
Looking Glass	.30	.21*

*Includes summer program.

The table shows that the tutoring service was provided at levels above those proposed at six of the seven institutions. The objective is considered attained.

The project manager has pointed out that the decisions about how the Chapter 1 money allocated by the state to the institutions is actually spent are made by the institutions themselves. The project office can only make recommendations, appoint staff at the institution's request and insure that Chapter 1 regulations are being followed. In that sense the project has little actual control over the attainment of this objective.

The project manager reported that referrals for tutoring service are generally made in three ways:

1. A teacher in the institution's own on-grounds school may identify a student as in need of extra help and refer him to the tutor serving that institution. (Often, the referring teacher and the tutor are the same person.)

2. A teacher in the public school attended by the student may identify him as in need of tutoring and refer him through the social worker serving the institution. If the tutor serving the institution works during the day in the same public school as the referring teacher, students may be referred to the tutor directly.

3. A student who desires extra help may request it directly.

Examination of records submitted by the teacher-tutors documented the number of students who received tutoring and other services at each of the institutions. These data are presented in Table 2 on the following page.

. Objective 2: At the Cuyahoga County Youth Development Center two teacher-tutors will provide remedial instruction for students identified as under-achieving in mathematics and health/science.

. Outcome: Project records and on-site visits indicate that this objective has been attained. Students at Harry L. Eastman School who, in the judgement of their regular mathematics instructors, were experiencing difficulties in mathematics were provided instruction in an individual or small group setting by a full-time teacher-tutor. The teacher-tutor instructed three classes of 4-12 such students daily, with an emphasis on computational skills. In addition, the teacher-tutor assisted the teachers in other self-contained classrooms with mathematics instruction during their regular mathematics instruction periods. In this setting he worked with an individual identified by the teacher, a small group or with the whole class. The method of operation depended on the needs of the teacher being assisted. The mathematics teacher-tutor provided service to a total of 193 students.

One full-time teacher-tutor was assigned to teach health classes to students in grades 9-12. Four classes of 6-12 students each met daily. The curriculum focused on drug and alcohol abuse. In addition to these four classes, the teacher-tutor provided a special

Table 2

Numbers of Students Receiving Tutoring and Other Services at Each of the Institutions Served by the Project

Institution	Students Tutored by Subject				Other Service**	Summer Program	Undup. Total
	Reading	Math	Science	Other*			
Cleveland Christian Home	17	17		17	17	15	20
Ohio Boys Town	10	15	4	19	16		16
Jones Home	36	36				34	38
Metzenbaum Children's Center					152	64	173
West Side Group Home	53	65	64	9	65		65
Augustine Society Group Home				80	80		80
Looking Glass	10			56	56		56
TOTAL	126	133	68	173	49	113	448

*Sewing, typing, woodworking, computer skills, social studies.
**Counseling, spelling contests, drug abuse forum, school supplies.

class in maternal health for female students with children at home. The health teacher-tutor has provided instruction to a total of 109 students.

- Objective 3: At the Cuyahoga County Youth Development Center, corrective reading classes, speech improvement and psychological services will be provided as needed to students with reading, speech or psychological problems.

  - Outcome: Project records and on-site visits verified that this objective has been attained. In 1982-83, 161 students were evaluated for reading deficiences by the reading specialists at Harry L. Eastman School. Of these, 110 were selected to receive reading instruction daily. Each of the two full-time reading specialists taught five reading classes daily of two to five students each. Each specialist also provided reading instruction for one period per day in the classroom of another teacher.

    The project budget provided monies to support speech therapy and psychological services if those were needed at levels beyond those normally provided the institution by the Cleveland Public Schools. Project records and interviews with project staff indicate that additional speech services were not requested, but that a psychologist was assigned one day per week. The psychologist

tested and observeed students for purposes of placement and identifying educational needs and provided consultation for classroom teachers on handling problem students. Counseling for students was also provided on a limited basis.

- Objective 4: Students receiving the equivalent of at least one semester (18 weeks) of instruction with the Chapter 1 reading specialists at the Cuyahoga County Youth Development Center will demonstrate an average gain of 2 NCE units on the Comprehension Subtest of the Stanford Diagnostic Reading Test.

  - Outcome: Project records show that 161 students attending the Harry L. Eastman School at the Cuyahoga County Youth Development Center were administered the Comprehension subtest of the Stanford Disgnostic Reading Test (Brown Level, Form A) shortly after entry. Of these students, 110 were selected (on the basis of other performance data) for daily reading instruction from the Chapter 1 reading specialists. These students were administered the Stanford again just before leaving the institution or at the end of the school year. Because of the unpredictable entry and leaving patterns at the institution, however, both pre and post test data were obtained on a total of only 47 of the 110 students served.

    The analysis of the test data showed that the average pre-post gain in Total Comprehension for all grade levels combined was 3.38 NCE units, which meets the criterion set in the objective. Table 3 presents the pre and post test results by grade. The table shows that, with the exception of grade 6 where data were available on only one student, the objective was achieved at all grade levels.

Table 3

Reading Test Results at Harry L. Eastman School
(Stanford Diagnostic Reading Test, Total Comprehension, Brown Level)

Grade	N	Pre Mean NCE*	Post Mean NCE*	Mean NCE Gain	Percent Gaining at Least 2 NCEs
6	1	26.0	27.0	+1.0	0%
7	7	32.1	34.7	+2.6	57%
8	8	32.9	37.4	+4.5	50%
9	16	28.5	31.3	+2.8	63%
10	13	19.8	22.9	+3.1	69%
11	2	13.0	18.0	+5.0	50%

* Appendix B shows which norms tables were used to derive the NCE scores.

Objective 5: Students receiving the equivalent of at least one semester (18 weeks) of instruction with the Chapter 1 mathematics teacher-tutor at the Cuyahoga County Youth Development Center will demonstrate an average gain of 2 NCE units on the Total Mathematics score from the Comprehensive Test of Basic Skills (CTBS).

- Outcome: Project records show that 29 of the students served by the mathematics teacher-tutor were administered the Computations Subtest of the Comprehensive Test of Basic Skills in February, 1983. Due to the unpredictable entry and leaving patterns at the institution, however, post test data could be obtained on only 19 of these students before the end of the school year. (Although the objective refers to gains on the Total Mathematics score from the CTBS , the focus of the teacher-tutor's instruction was almost totally on computation skills, consequently, testing was limited to that skill.) Due to a breakdown in communications, all students were administered Level 3, Form S of the CTBS, so that students in grade 9 and up were tested out of level. Score conversions to appropriate norms were accomplished using the CTBS Expanded Standard Score tables. At all grade levels middle of the year norms were used for pre test scores and end of the year norms were used for post-test scores.

  The analysis of the test data showed an average pre-post gain on the Computations Subtest of 1.95 NCE units for all grade levels combined. This is just under the criterion of 2 NCE units set by the objective. Table 4 shows the test results by grade.

Table 4

Mathematics Test Results at Harry L. Eastman School
(Comprehensive Test of Basic Skills Computations Subtest, Level 3, Form S)

Grade	N	Pre Mean NCE	Post Mean NCE	Mean NCE Gain	Percent Gaining at Least 2 NCEs
7	3	29.7	38.0	+8.3	67%
8	3	35.0	38.0	+3.0	67%
9	5	31.4	30.2	-1.2	20%
10	7	28.0	28.9	+ .9	43%
12	1	32.0	35.0	+3.0	100%

The table shows that the performance at different grade levels was mixed. With numbers of students as small as those in the present analysis, it is probably safest to ignore grade level differences and focus on the results for all grades combined.

ADDITIONAL FINDINGS

The objective criteria in reading and math were stated in terms of NCE units. To help the reader see how the project students performed relative to other students the same age, Table 5 presents the percentile ranks of their average NCE scores based on national norms.

The percentile data show that most of the students served by the project rank in the lower score ranges of students in the national norm group, both before and after participation.

Table 5

Percentile Ranks of Average Pre and Post Scores Obtained on the Comprehension Subtest of the Stanford Diagnostic Reading Test (SDRT) and the Computations Subtest of the Comprehensive Test of Basic Skills (CTBS)

	Reading (SDRT)			Mathematics (CTBS)		
Grade	N	Pre Percentile	Post Percentile	N	Pre Percentile	Post Percentile
6	1	13	14	--	--	--
7	7	19	24	3	17	28
8	8	21	27	3	24	28
9	16	16	18	5	18	17
10	13	8	10	7	15	17
11	2	4	7	--	--	--
12	--	--	--	1	19	24

CONCLUSIONS

The evaluation data gathered for the 1982-83 Children in Residential Schools project showed that all of the three process objectives were attained. Of the two product objectives, one (in reading) was attained and the second (in mathematics) very closely approached attainment.

In the Harry L. Eastman School at the Cuyahoga County Youth Development Center, project services were delivered essentially as proposed. Teacher-tutors provided instruction beyond that normally offered at the school in health, mathematics and reading. The proposed average pre-post gain of at least 2 NCE points in test scores was achieved in reading (average gain = 3.38) and almost achieved in mathematics (average gain = 1.95). Percentile data showed, however, that performance levels in both reading and mathematics continued to fall, for the most part, in the lower quarter of the scores achieved by students tested nationally.

At the seven institutions served by the project, after-school tutoring services in school subjects were provided along with school supplies and other supportive services such as counseling. Evaluation data showed that these services were delivered at proposed levels in six of the seven institutions. It was pointed out that the project office does not have direct control over the way in which project services are implemented at these institutions.

APPENDIX A

Institutions Served by Children in Residential Schools Project in 1982-83

Cuyahoga County Youth Development Center

Cleveland Christian Home

The Jones Home

Looking Glass

Metzenbaum Children's Center

Ohio Boys Town Inc.

West Side Group Home

Augustine Society Group Home

APPENDIX B

Norms Used for Converting Total Comprehension Raw Scores to NCE Scores on the Stanford Diagnostic Reading Test (Brown Level, Form A) Administered to Students in Grades 7-12 at Harry L. Eastman School

In order to measure the amount of growth in reading skill most accurately, the pre and post raw scores obtained on the test should be converted to NCE scores using the norms tables most appropriate to the times of year the test was administered. Where tables were available, pre scores were converted using beginning of year norms and post scores were converted using end of year norms. At grades where only beginning of year norms were available, the pre scores were converted using the beginning of year norms for that grade level and the post scores were converted using the beginning of year norms for the next higher grade level. The table below shows which norms were used for interpreting the scores at each grade level tested. (At all grade levels, national norms were used.)

Grade Tested	Pretest Norms	Posttest Norms
7	Grade 7 Beginning of Year	Grade 7 End of Year
8	Grade 8 Beginning of Year	Grade 8 End of Year
9	Grade 9 Beginning of Year	Grade 9 End of Year
10	Grade 10 Beginning of Year	Grade 11 Beginning of Year
11	Grade 11 Beginning of Year	Grade 12 Beginning of Year
12	Grade 12 Beginning of Year	Grade 13 Beginning of Year